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ABSTRACT

A proposal is presented for the integration and consolidation of Student Placement Services with the Co-operative Education Division at Mohawk College in Ontario. Developed in response to an announcement by the Canadian Employment and Immigration Commission that it would withdraw all support for student placement services at the college by 1991, the proposal contains a mission statement, an outline of the program's seven objectives including implementation strategies, a set of recommendations, and a series of appendixes. The stated program objectives are to: (1) develop a multicampus career preparation and placement service available to all students paying the activity and general service fee; (2) promote and maintain effective marketing strategies that will attract students and employers to the Co-operative Education and Student Placement Division; (3) create a computerized information system to help graduates with job placement; (4) establish college-industry partnerships that will promote a community training culture; (5) provide students and employers with a placement-based brokerage service; (6) incorporate the Student Placement Services into the Co-operative Education strategic plan and vice versa, including plans for the integration of personnel; and (7) develop statistical measures of operational success. Appendixes include an office layout diagram and organizational chart, a career education course outline, placement success reports, a graduate survey questionnaire, and the Co-operative Education strategic plan.
(GFW)

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Preliminary Report of

Strategic Plan for Student Placement Services

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C. Dickson
M. Garber

June, 1990

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ABSTRACT

This report is a direct result of the CEIC experience, brain storming and visits to other college operations. The strategic plan developed is not a finished structure. Resource implications (human, financial and time) will have to be addressed. However it is a starting point. Practical modifications will be implemented as the plan is operationalized.

The organization structure (Appendix 2) will develop as the physical office arrangements that integrate Co-op and Placement are expedited. The office plan (Appendix 1) will be modified from the original proposal developed in 1988. Rob McInnis from the Planning Division will commence working with us in the summer of 1990 with the final arrangement implemented by the summer of 1991.

The strategic plan includes a mission statement, a set of seven objectives accompanied by an action plan (strategies) for operationalizing each objective.

This is an ambitious plan of action which possibly will have to be modified to meet with fiscal constraints. The plan also has vision. The consolidation of Co-operative Education and Student Placement will provide a developmental rather than a terminal strategy for students career paths i.e. career development vs job destination.

As labour conditions tighten, a "self-marketing" concept will be structured as a major placement philosophy thrust. Partial fee-for-service financing will be supplemented by a continuous series of career assertiveness and job search technique programs.

This report is an attempt to define a working policy for Student Placement Services, if policy is defined as a statement that is predictive in nature, adopted by an organization to chart a "course of action".

This report signifies not the disengagement of CEC OC but the re-engagement of mutual resources to establish a creative liaison in the future for assisting Canadian youth in the college-to-work transition process.

A marketing plan to attract students and employers to the college is a function of this strategic plan.

INTRODUCTION

The decision to develop Student Placement Services with Mohawk College assuming total responsibility for the operation resulted from the CEIC decision to gradually and totally withdraw resources as of March 31, 1991.

The plan outlined in this report includes:

1. A mission (or purpose) statement that initiates the total integration of Co-operative Education with Student Placement.

"Co-operative Education and Student Placement Division".

2. A set of operational objectives. These objectives include the provision of a multi-campus, career preparation and placement organization that will enhance an education-industry "training culture". These career/job/student-centred services will be available to all post secondary students who pay special student fees i.e. Student Activity and General Service Fee.
3. An organization structure with a manager, three placement officers and a receptionist/secretary. An assistant placement officer to offset peak load periods, vacation, etc. would be an asset if budget permits.
4. An office layout that integrates Co-operative Education with Student Placement. This office will share the same receptionist, employer-receiving area and clerical assistance with Co-operative Education. The physical integration of personnel should result in the psychological adjustment necessary to provide a total work place-educational orientation.
5. A quality assurance monitoring system to measure effectiveness of operation. Placement statistics will be a basic feature of this system.

These five (5) elements of the plan include:

1. A computerized information system.
2. A strategic marketing and operational plan.
3. A departure from a "Fennell campus" posture to a multi-campus operation.

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4. The provision of services to all post-secondary students who pay the special student service fee.
5. The provision of career preparation classes to co-op and non co-op students.
6. A pro-active education-employer partnership instead of job "order taking".
7. Additional career/job counselling services.
8. A closer working relationship between other "career" related service departments such as:
 - a) Office of the Registrar
 - b) The Alumni Office
 - c) Counselling and Career Development
 - d) Office of Special Needs
 - e) Student Government Organization
 - f) Community Relations (Advisory Committees)Networking with the Student Success Committee is essential.
9. Developing a student "self-marketing" system through work shops, classroom presentations and curriculum infusion techniques. A "self-help" student placement service can be adapted into the placement office environment. Self-marketing techniques can be taught and a self-help placement office can be structured.

The development of a statistical measure of operational success will include the effectiveness of this networking system.

Also of necessity is the development of closer networking with the academic programs and CEIC (off campus) operations.

The development of proper student and program marketing strategies to employers and secondary schools will be an integral part of the strategic plan. To ensure the proper execution of this strategic plan the proper quality and number of staffing resources must be hired. The classification of placement officers will be assessed when job descriptions have been developed.

A special word of thanks goes to Judy Humphries, Humber College and Rob Till, Sheridan College. Both Judy and Rob critiqued this report and allowed us the opportunity to visit their campuses to evaluate their placement systems. Also a special note of thanks goes to Harry Fitzgerald, Manager CEC OC for reviewing, analyzing and constructively criticizing the content and philosophical direction of this report.

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MISSION STATEMENT

To develop a fully integrated Co-operative Education and Student Placement Division that will provide comprehensive career development and pro-active employment services for all post secondary students and alumni.

Notes

The mission statement includes tighter networking with student career related functions such as:

- Academic Divisions
- Secondary School Liaison
- Registrar's Division
- Alumni Office
- Counselling & Career Development
- Community Relations
- Office of Special Needs
- Student Government
- International Projects
- English as a Second Language

These functions represent services provided within the Mohawk College institutional structure. The mission also includes close working relations with such external organization as:

- Hamilton-Wentworth Skills Training Advisory Committee (STAC)
- Industry Education Council (IEC)
- Canada Employment & Immigration Commission (CEIC)
- Ontario College Placement Group (OCPG)
- Canadian Association for Co-operative Education (CAFCE)
- College Co-operative Educators of Ontario (CCEO)
- Personnel Association of Ontario (PAO)
- ACCIS (The graduate workforce professionals)
- Ministry of Colleges and Universities (MCU)
- Secondary Schools (especially within Area 9)
- Employers in Area 9 and employers across Canada
- Chamber of Commerce
- H-W Cooperative Education Council & CWEAC
- Career Information Resource Advisory Group (CIRAG)

The development of an Employer Advisory Committee to advise Student Placement Services on skill set needs, labour market conditions, wage and salary information, etc., is under consideration.

This mission statement was developed after reviewing Mohawk College 1989-90 Goals. These College Goals are included as Appendix 8.

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OBJECTIVE 1

To create a student-centred career development service.

This objective will ensure that all post-secondary students are career-oriented and job-ready. Adequate resources and "staff development" will be a priority if this objective is to be effectively implemented.

STRATEGIES

- a) To provide Career/Co-operative Education preparation classes. Appendix 3 - CE103 is an example. In some cases where an academic program has already developed a career education course, student placement personnel can act as resource people rather than design and present the entire course.
- b) To develop an information centre for self-directed learners. Included should be a library of career oriented literature, media, tapes, films, etc.
- c) To employ creative use of an employer resource base. This will include working with employers to develop resource banks of facilitators, teachers and working committees. The first of these "working committees" is being developed in conjunction with H-W STAC. The next is to develop advisory committee membership that is proactive in hiring both co-op students and graduates. Student self-marketing techniques will be a major priority.
- d) To promote and organize career fairs, workshops and seminars, etc.
- e) To develop job search strategies that are student-centred such as: resume writing service (computerized), interview techniques, cover letter production, correct follow up to interview procedures, etc.
- f) To provide job/career counselling to individuals and groups.
- g) To develop strong communication and a mutual referral policy with the Counselling and Career Development Department. A Student Placement Services brochure, bookmarks, flyers, etc. will be an integral part of an internal marketing system.

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OBJECTIVE 2

To promote and maintain effective marketing strategies that will attract students and employers to the Co-operative Education and Student Placement Division. Resources must be budgeted to ensure that employers are properly serviced.

STRATEGIES

- a) Develop use of college media.
- b) Advertise through newspaper, TV, employer related journals, employer brochures. Internal and external marketing programs will require co-ordination.
- c) Develop an Employer's Handbook (loose leaf). This will be done in conjunction with the Co-op Advertising Committee. There is a need for quality information routes between employers and the college.
- d) Develop brochure (Co-op and Placement) for secondary school counselling staff. Again this will be combined with the Co-op brochure.
- e) Develop a student employment success report. The success report produced by Sheridan and Fanshawe Colleges (Appendix 4) will be used as a guide. A committee comprising of H. Fitzgerald, T. Mote, M. Garber and C. Dickson will perform the developmental work, ensuring that the final product relates to Mohawk's image, not that of Sheridan or Fanshawe Colleges.
- f) Organize field visits for Placement Officers. These visits will be done in conjunction with Co-operative Education Co-ordinators and should promote visibility and understanding of the work sites and employer personnel.
- g) Design monthly memo to assure visibility of labour market conditions to college administration, academics and students.

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- h) Develop "mock interview nights". At present Business Administration faculty organize these interviews, linking employers and students. These students are "non co-op" therefore need at least simulated exercises to apply interview skills. The mock interview nights will be held in co-operation with academic faculty.
- i) Publicize through ACCIS, OCPG, CAFCE periodicals and newsletters.
- j) Organize career/job fairs.
- k) Organize career/job booth and presentation during "Red Carpet Day".
- l) Work with Secondary School Liaison. This will include producing presentation material and visiting secondary schools.
- m) Develop career awareness workshops, seminars, etc. for academic faculty and staff of the college and employers.
- n) Organize field (work site) visits for placement officers and academic faculty.
- o) Produce an "in-house" newsletter (see monthly memo - objective 2 - g).

Note: The intent of this objective is to ensure continuing improvement in the quality and quantity of job opportunities. This intent will be of particular importance during periods of adverse labour market conditions.

OBJECTIVE 3

To develop a computerized information system that incorporates relevant levels of data.

STRATEGIES

- a) To provide MCU with graduate placement data three times per year. A committee has been set up to develop the information. The two main goals of this committee are:
 - i) to develop a computerized information collection and transmittal system to MCU.
 - ii) to develop a computerized data base that can be used to network with: Student Records, Alumni Office, OCIS Co-ordinator, Co-operative Education and Student Placement, Financial Aid, Secondary School Liaison, Contract Services.

The MCU questionnaire is provided as Appendix 5.

- b) Incorporate into strategy (a) SIC (industry) and CCDO (occupation) codes.
- c) Provide a "grad tracking" system. This will include for each student graduate both entry level jobs, companies and salary together with career tracking over a specific time horizon. Co-op information will also be included. This information will prove excellent program marketing (success) statistics.
- d) To develop a current employer data base (Co-op and Placement).
- e) To develop a system that incorporates labour market information showing trends, cycles, demand factors, location distribution maps, etc.
- f) Provide social events (i.e. wine and cheese parties) for employers, students and academic staff. An assessment of cost-benefits will be carried out.

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OBJECTIVE 4

To develop college-industry partnerships that will promote a community "training culture".

All Student Placement staff will have specific networking responsibilities.

STRATEGIES

- a) To develop an employment "culture" linking academic programs and staff with labour market demand factors. Employment information (Co-op and Placement) should be used for: new program design (needs assessment), "mature" program curriculum review, professional development of academic staff, etc.
- b) To be involved in the Industry-Education Council, Ontario College Placement Group (OCPG), ACCIS, CAFCE, CCEO, CIRAG and other career related groups. Communication training will be an essential ingredient of staff development activities.
- c) Develop a creative liaison with C.E.I.C. and local C.E.C.'s.
- d) Develop Project Co-ordinators to work directly in H-W STAC initiatives.
- e) Network with Futures.
- f) Develop a career preparation focus. This will promote a network of operations between Co-op/Placement and Secondary School Liaison, Counselling & Career Development, Special Needs (a committee to develop an "early warning" system has been formed for Co-op students. This will be extended to include Placement).
- g) Produce career symposiums and workshops.
- h) Organize career/job fairs.
- i) Communicate with the Chamber of Commerce.
- j) Communicate with the Personnel Association of Ontario.

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- k) Communicate with multi-cultural organizations, with due reference to Mohawk's multi-cultural student body.

Note: Visibility of labour market conditions must be a priority condition. The college media and the "Job Wise" columns are key factors in developing this labour market awareness.

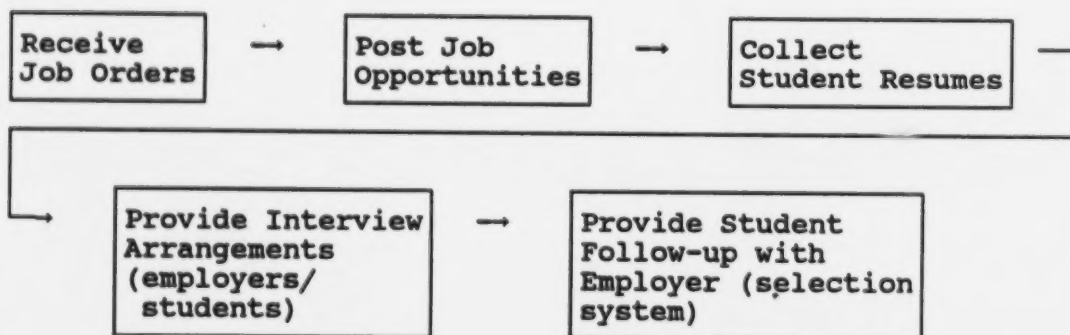
OBJECTIVE 5

To provide students and employers with a placement based brokerage service.

The problem of student mobility to other employment centres and the quality of students is a top priority for objectives to succeed.

STRATEGIES

- a) Communicate with the Personnel Association of Ontario (PAO).
- b) Develop strong faculty-employer relations.
- c) Develop communications link with Alumni Association.
- d) Develop an order processing system:



The "Placement Cycle" must be shaped to employer recruitment needs i.e. getting students prepared by mid-October for fall recruitment purposes.

- e) Create an employer friendly atmosphere i.e. receive (greet) employers, escort to interview (layout of office includes employer lounge), provide coffee and lunch, provide access to telephone, facsimile machine, washrooms, parking place. In short provide a friendly and complete welcoming and facilitation service. Training of new employers as to the "Mohawk culture and political realities" is essential to develop rapport and avoiding disharmony with administration and faculty.
- f) Procure more and better interviewing facilities.
- g) Make contact with non-users and promote graduates for employment.
- h) Develop appropriate use of the facsimile machine to communicate with industry.

OBJECTIVE 6

To incorporate the Student Placement Service into the Co-operative Education strategic plan and vice versa.

STRATEGIES

- a) Review the Co-operative Education strategic plan (Appendix 6). Integrate this co-op strategic plan with the placement strategic plan as a comprehensive unified structure.
- b) Incorporate summer placement and part time job strategies into the plan.
- c) Provide multi-campus career preparation and placement services to all post secondary student. Resource availability, travel time between campuses and quantity of teaching service required (full course or resource to be used in existing course).
- d) To develop placement as an extension of co-operative education
- e) To use the placement "connection" to leverage co-operative education job opportunities and vice versa.
- f) Develop an integrated Co-operative Education and Student Placement Office (Appendix 1).

Note: Each campus has its own culture and that culture must be respected.

OBJECTIVE 7

To develop statistical measures of operational success.

STRATEGIES

Note: This objective is relevant to all previous objectives (1 - 6).

- a) Develop success indicators such as:
- i) Placement statistics (% of successful placements).
 - ii) Input/output retention factors during in class career preparations, co-op work placement success, graduate placement statistics.
 - iii) Effective management of human, physical and financial resources.
 - iv) To record co-op grad placement resulting from the co-op experience.
 - v) Monthly or quarterly placement statistics.
 - vi) Feedback from administration and academic faculty.

RECOMMENDATIONS

1. The adoption of the proposed strategic plan (mission and objectives).
2. The strategies required to operationalize the seven objectives of the strategic plan be prioritized and resource implications (human, physical and financial) assessed during the year commencing April 2, 1990 to March 31, 1991.
3. The integrated Co-operative Education office be adopted and an implementation schedule be developed in consultation with the Planning Department. The implementation of this office structure should be completed by July 1991.
4. Extend the computer data base currently being designed for the MCU Graduate Survey to network with:

Co-operative Education
The total Student Placement function
The Alumni Office
Student Records
Office of Special Needs
OCIS Co-ordinator
CEIC (off campus) operations
Secondary School Liaison

This system should include both student job entry data and career development (time based) data.

5. Produce a student success report annually. This will be used for marketing purposes. The MCU report will be used for data collection and organization.
6. Implement a career development philosophy rather than job destination structure.
7. Develop closer partnership with community i.e.
employer organizations
academic staff
Personnel Associations
Chamber of Commerce
employers

This should correlate significantly with Objective 6.

The Manager of the Student Placement Office should become a member of the Hamilton Chamber of Commerce and it's Education Committee.

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8. Develop reciprocal placement arrangements with other CAAT's.
9. Develop a student placement registration system. All post secondary students should be registered with the placement office within their first academic semester.
10. Control "off-the-street" enquiries and "special referrals" in terms of mandate to service post-secondary students.
11. Develop student self-marketing strategy.
12. Develop job descriptions for the Student Placement Manager and Placement Officers by June 1990.
13. Hire a part-time Placement Receptionist/Secretary as soon as possible.
14. Hire a Placement Officer by September 1990 to extend placement services to Saltfleet and Brant Elgin campuses.
15. Monitor H-W STAC project Co-ordinator effectiveness (April - August) and make final decision on value to Mohawk College and it's partners.

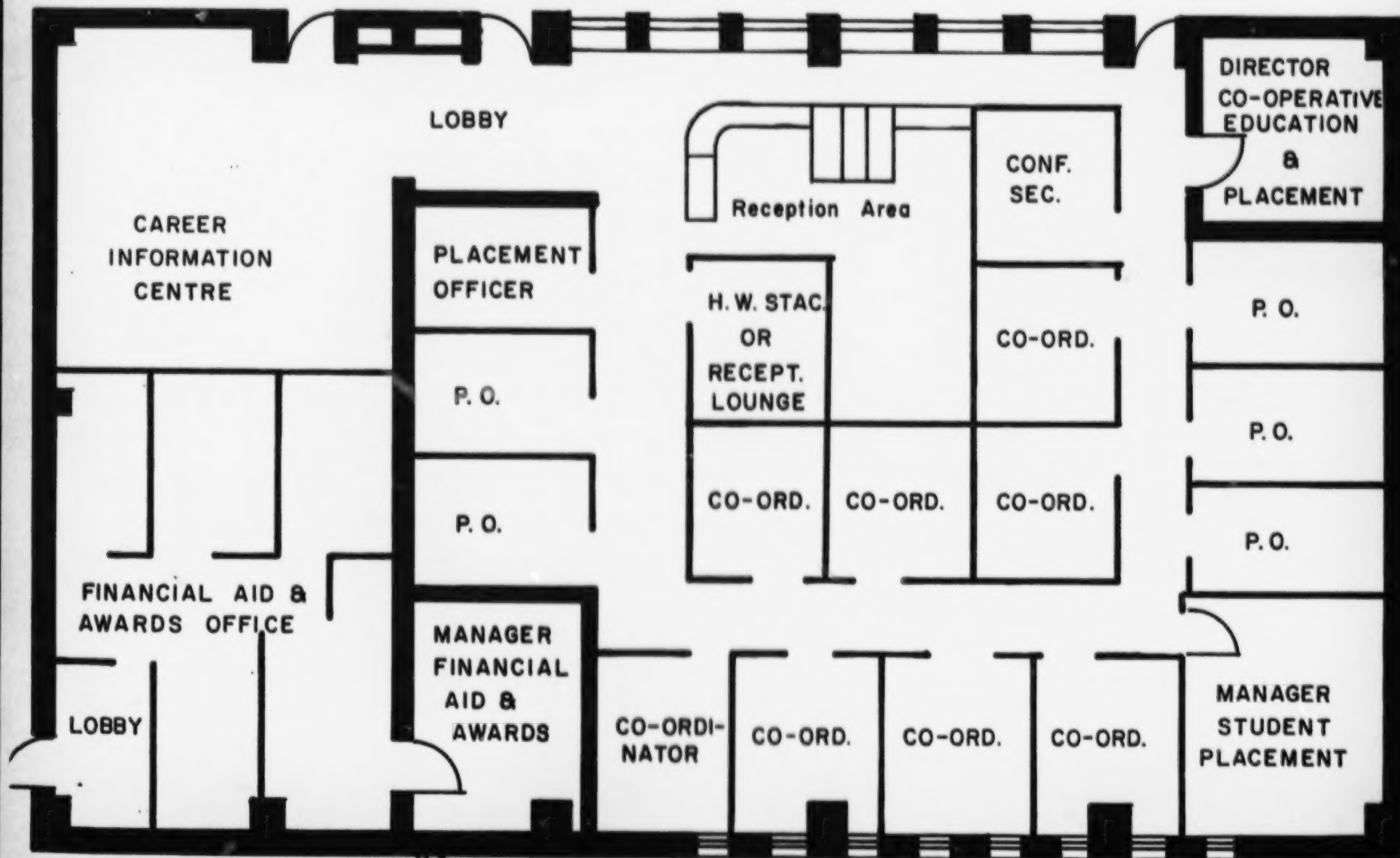
NOTES

- a) Those recommendations offering the highest degree of visibility in the effective use of fiscal resources will be given highest priority in the implementation process. The effect is to show that change and improved services is being adopted. Such items as extending to a multi campus operation, producing a student success report and computerized graduate tracking system will take priority.
- b) Appendix 7 inventories some basic "high profile ideas" from Mark Garber.
- c) This preliminary report is extremely ambitious and visionary. An action plan of implementation will be developed over the next year (April 2, 1990 - March 31, 1991) to match the most visible and practical strategies with fiscal constraints and responsibilities.
- d) The preliminary report will be reviewed with selected colleges offering similar integrated (Co-op and Placement) services.

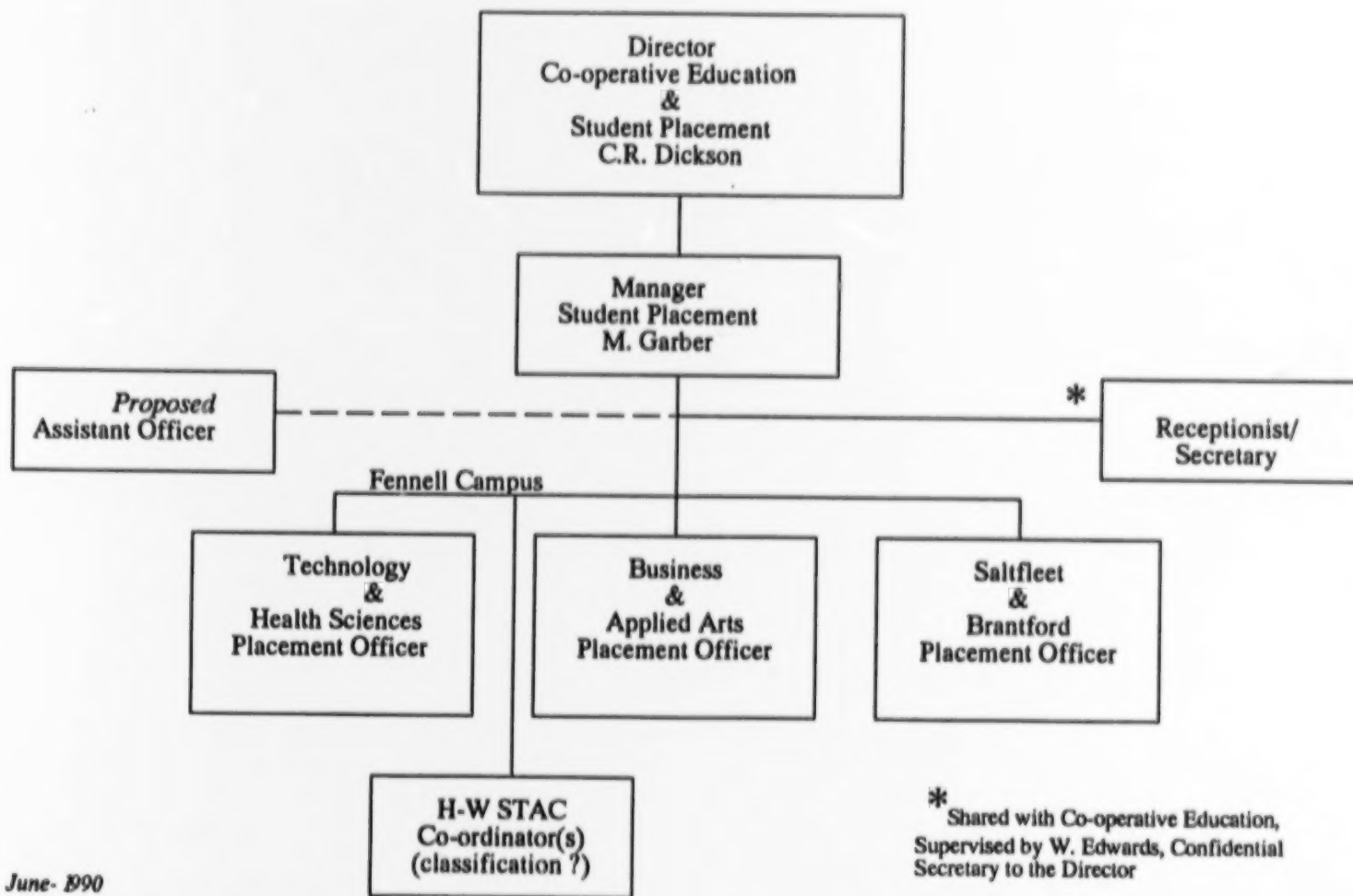
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- e) The preliminary report will be reviewed with the various internal and external "customers" i.e. academic programs, CEIC, employer groups, Mohawk administration.
- f) A final implementation report, including an action plan, will be produced by September 1990.

CO-OPERATIVE EDUCATION & STUDENT PLACEMENT OFFICE



Student Placement Department - *Organizational Structure*



June- B90

MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DEPARTMENT OF CO-OPERATIVE EDUCATION

CAREER EDUCATION COURSE OUTLINE

A) IDENTIFICATION ITEMS

Course Name: Career Education

Course Code: CE 103

Program Name: Data Processing
Computer Systems

Duration: Total Hours: 30 Total Weeks: 15 Hours/week: 2

Faculty: Engineering and Health Technology

Department: Co-operative Education

Prerequisite Course(s): None

GENERAL COURSE OBJECTIVES

This course is designed to:

1. Encourage students to set themselves up for educational success by clearly communicating college and employer expectations in the areas of academic and work attendance policy, academic and employment performance standards, self-directed learning and self-management skills.
2. Prepare students for Co-operative Education/Experiential learning work semesters with resume writing, interview preparation, work semester report writing, preparing learning objectives and keeping reflection logs.
3. Introduces students to basic career planning and development techniques, time and stress management methods, and to a basic understanding of Canadian work values, work-related issues and special skills needs of the 1990's.
4. Help students develop an increased understanding and appreciation of the importance of education in terms of setting and achieving short term academic goals and long range career objectives.

DATE: September, 1989

Instructors: Leen Tuk
Doug Wagstaffe
Mark Garber

CE 103 - Career Education

Required Textbooks: Guidelines for Co-operative
Education and Experiential
Learning

B) EVALUATION POLICIES AND PROCEDURES

Upon completion of the Career Education course, a credit will be awarded based upon the College grading system.

GRADE EQUIVALENCIES:

<u>Per Cent</u>	<u>Grade</u>
85 - 100	Excellent (4)
70 - 84	Good (3)
55 - 59	Pass (2)
0 - 54	Unacceptable (0)

EVALUATION INSTRUMENTS

TESTS:

There will be approximately 5 in-class quizzes.

ASSIGNMENTS:

Several written assignments will be given during the semester. Each must be completed to pass the course. Some assignments will need to be typed.

COMPOSITION OF FINAL GRADE:

Assignments	50%
Quizzes	25%
Attendance	25% (-3% per class absent)

POLICIES AND PROCEDURES:

Attendance and meeting assignment dates are required. Unavoidable absence must be explained with a doctor's note or discussed with the Instructor (in advance where possible).

STUDENT ACCESS TO EVALUATION DOCUMENTS

The following policy is in effect:

1. Evaluation documents are papers and materials used to evaluate the performance of students; for example: for example: homework assignments, laboratory reports, tests, examinations, projects.
2. Once submitted to the College by a student, all evaluation documents become the property of the College.
3. Students have the right to access all written evaluation documents submitted by them.
4. In the event that a Teaching Master wishes to retain, for future reference, any evaluation documents in his/her files, individual students, upon request, must be permitted to view and discuss such documents with the Teaching Master concerned.

CE 103 - Career Education

C) COURSE CONTENT

Student Outcomes:

Upon successful completion of the course, the student will have demonstrated an ability to:

- participate fully in the co-operative education process
- utilize the resources of the Co-operative Education Department
- to obtain employment interviews and work semester placements
- to understand Canadian work values and issues, employer expectations to learn how to learn on the work semester
- to identify social and technological trends that will impact on careers and work patterns
- to understand the historical genesis of the computer and its impact on society
- to utilize government and private agencies such as Canada Employment Centres, Unemployment Insurance, employment agencies, etc., in case of layoff, career change, etc.

<u>MODULE & WEEK NO.</u>	<u>MODULE DESCRIPTIONS</u>	<u>TIME IN HOURS</u>
1.1	<u>Introduction to Career Education</u> Define career education. Identify course objectives and rationale. Outline schedule, timetable, assessment methods and grading procedures. Examine student outcomes and give course review.	1
1.2	<u>Introduction to Co-operative Education</u> Define Co-operative Education, give historical sketch, outline benefits to students and employers, explain roles of co-op co-ordinators and co-op placement officers, outline co-op policies in brief.	1

<u>MODULE & WEEK NO.</u>	<u>MODULE DESCRIPTIONS</u>	<u>TIME IN HOURS</u>
2.1	<u>Resume Preparation</u> Describe resume composition and purposes, how the co-op resume model is used, deadline for submission, numbers, and importance.	1
2.2	<u>Co-op Procedures</u> Describe how co-op works, its mechanics, logistics, co-op office purposes, procedure and personnel.	1
3.1	<u>Job Descriptions</u> Introduces students to co-op employer job descriptions, their format, purpose, importance, and how to interpret job description terminology, etc.	1
3.2	<u>Employer Expectations</u> What employers expect from co-op students and graduates in terms of attitudes to work, the service ethic, reliability, etc.	1
4.1	<u>Co-op Enrollment Forms and Special Circumstances</u> Implications of co-op enrolment contract between student and co-op department. Discussion of special student problems & cases.	1
4.2	<u>Senior Student Panel</u> Senior students discuss their co-op work semester experiences, work report, etc. Students will be involved in question and answer period.	1
5.1	<u>General Interview Techniques</u> A study of the employment interview process: an examination of questions and responses, the kind of information being sought, human rights issues, etc.	1

<u>MODULE & WEEK NO.</u>	<u>MODULE DESCRIPTIONS</u>	<u>TIME IN HOURS</u>
5.2	<u>Time Management</u> How students can better handle their time in college, at home and on the work semester; the time prioritization process.	1
6.1	<u>Co-op Interview TEchniques</u> The special nature of on-campus co-op interviews, what employers are seeking, what students need to know to take effective interviews.	1
6.2	<u>Stress Management</u> How to cope with the kinds of stresses that affect students in college and on the work semester.	1
7.1	<u>Employer Panel</u> Co-op employers will discuss, students, jobs, and co-op. Students 1 will be preparing to ask relevant questions.	1
7.2	<u>Communication: The Non-verbal Agenda</u> A study of how non-verbal communication (body language, etc.) affects human communications, especially in the interview process.	1
8.1	<u>On-the-job Learning</u> How students acquire information and understand the nature of on-the-job learning processes.	1
8.2	<u>Co-op Problem-solving & Decision-making</u> How to cope with co-op problems: a support system matrix.	1
9.1	<u>Learning Objectives & Logs Part I</u> How to write learning objectives and keep reflection logs.	1

<u>MODULE & WEEK NO.</u>	<u>MODULE DESCRIPTIONS</u>	<u>TIME IN HOURS</u>
9.2	<u>Placed/Still Seeking</u> A review of who is and who is not placed on their co-op work semester. What the problems are and what needs to be done to ensure placement.	1
10.1	<u>Case Histories</u> An examination of student problems and solutions relevant to DP/CS co-op student situations.	1
10.2	<u>Library Utilization</u> How to make use of on-campus library resources; how the library can assist the student in the acquisition of vital information.	1
11.2	<u>Learning Objectives & logs Part II</u> The continuation of learning how to write up learning objectives and maintaining reflective logs.	1
12.1	<u>Work Semester Report</u> What a work semester report is and how to prepare one.	1
12.2	<u>Post-Employment Review</u> The post co-op work semester review and interview process: describing what you have learned on your work semester.	1
13.1	<u>Direction of Co-op</u> Meet your Co-op Director and get better understanding of experiential learning and co-operative education.	1
13.2	<u>Canadian Work Values</u> A survey of employer skill needs; an examination of the work ethic and how it affects co-op students	1

<u>MODULE & WEEK NO.</u>	<u>MODULE DESCRIPTIONS</u>	<u>TIME IN HOURS</u>
14.1	<u>Computer Career Awareness</u> New developments in Computer and DP career areas, ancillary careers, profession DP publications, etc.	1
14.2	<u>Course Wrap-up</u> A review of course topics, special interests, problem-solving session.	1

THE *Success* REPORT



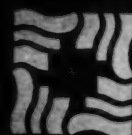
1988
GRADUATE PLACEMENT STATISTICS,
AWARDS & SCHOLARSHIPS



Graduate Employment Survey

1989 Graduates

FANSHAWE
COLLEGE





If a label has been provided, check that the information is correct. If not, please mark the necessary information or changes on the right.
Do not remove the label.

	Name :
	Address :
	City/Prov. :
	Postal Code :
Telephone Number:	Phone No. : ()

Student Number :

Name of the Diploma / Certificate Obtained :

Date Diploma / Certificate Obtained :

Program Name : Non Co-op ☐ Co-op ☐

Program Duration : 1 Year ☐ 2 Year ☐ 3 Year ☐

For Office Use Only	
1 4	College
5 8	Card 3
A	Function = Add
11 Student Number 19	

Instructions

Please take a few minutes of your time to complete this questionnaire and return it as soon as possible in the enclosed self-addressed envelope. The data collected through this survey will help your college and others in the province to determine the success of students in the workplace. It is important that you carefully follow the instructions in the questionnaire and answer all the questions applicable to you. If you have any questions while completing this questionnaire you may contact the placement officer of your college at the telephone number given below.

Freedom of Information and Protection of Privacy Act

In accordance with section 39 (2) of the Freedom of Information and Protection of Privacy Act, this is to advise you that the personal information collected on this form will be used only for statistical purposes, such as the graduate placement reports, by the colleges of applied arts and technology and the Ministry of Colleges and Universities. This information is collected under the legal authority of the Ministry of Colleges and Universities Act R.S.O. 1980, C.272 and regulations. For further information you may contact the placement officer of your college at the address and telephone number given below.

Publié en français sous le titre : Questionnaire sur le placement des diplômés des collèges.

Part I. Employment Status

Q1. During the week of March 4 to March 10, 1990 were you :

- employed ☐ (Go to PART II)
 not employed but looking for a job ☐ (Go to Q4.)
 not employed and not looking for a job ☐ (Go to Q2.)

Q2. What was the main reason you were not looking for employment ?
 (check one box only)

- further full-time education at college ☐
 further full-time education at university ☐
 further full-time education at other institution ☐
 travel ☐
 health ☐
 home or family responsibility ☐
 other (specify) ☐

Q3. Have you ever looked for employment since graduation ?

- Yes ☐ (Continue with Q4.)
 No ☐ (Go to Q23.)

Q4. Have you ever been employed since graduation ?

- Yes ☐
 No ☐ (Continue with Q5.)
 (Go to Q22., complete Section A only)

Q5. What was the duration of your first job after graduation ?
 (Please record number of months or weeks)

Months _____ or Weeks _____

Q6. What was the main reason for leaving your first job after graduation ?
 (Check one box only)

- summer job ☐
 temporary or contract only ☐
 freelance ☐
 laid off due to lack of work ☐
 job not related to my program of study ☐
 poor working conditions ☐
 salary was too low ☐
 no opportunity for advancement ☐
 better job became available ☐
 other (specify) ☐

Please continue with Part II.

Part II Job Related Information

If you were employed during the week of March 4 - March 10, 1990, please complete Part II with information about that job. If more than one job was held at the same time, please complete for the job which occupies the most time per week.

If you were not employed during the week of March 4 - March 10, 1990, but have held at least one job since graduation, please complete Part II with information relevant to your first job after graduation. If more than one job was held at the same time, please complete for the job which occupied the most time per week.

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1 9 9 0 0 3 0 4

20 Year/Month/Day

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

7 ☐

Y ☐

N ☐

30

Y ☐

N ☐

31

M ☐

W ☐

32

33

35

36

37

01

02

03

04

05 ☐

06 ☐

07 ☐

08

09

10

Q16. What was the minimum educational qualification specified by your employer for your job? (Please check one box only)

- college diploma / certificate ☐
 university degree ☐
 some post-secondary education ☐
 high school or less ☐
 other (specify) ☐
 not specified ☐
 unknown ☐

Q17. What was your starting salary? (Fill one box only)

- \$/hour []
 \$/week []
 \$/month []
 \$/year (annual) []

Those currently not employed go to Part III, Q22.

Q18. During the week of March 4 - March 10, 1990, did you hold more than one job?

Yes ☐ Continue with Q19. No ☐ Go to Q21.

Q19. How many hours per week did you work at your other job? _____

Q20. Were the responsibilities of your other job related to your program of study?

Yes ☐ Partially ☐ No ☐

Q21. Are you currently employed but still actively seeking another job?

Yes ☐ No ☐

Part III Job Search Methods

Q22.

Job Search Methods	Section A	Section B
	Which job search methods did you use? (Check as many as appropriate)	Through which job search method did you find your main job? (Check one only)
On-Campus Placement Office		
Teacher / Academic Depts		
Co-operative Education		
Internship / Field Placement		
Direct Contact with Employers		
Off-Campus Canada Employment Centre		
Private Employment Centre		
Newspaper, Journal, Media Ads		
Friends / Relatives		
Other (specify) _____		

Q23. Please attach a separate sheet for any comments you wish to make.

Q24. Please provide your signature and the date.

Signature

Date

Thank you for your co-operation

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Cols 1 - 4 Repeat

Card 4

Cols 9 - 27 Repeat

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Y

29

30 Dollars/Cents 36

Y
N

37

38 41

2 Decimals

Y
P
N

42

Y
N

43

A
B

44

53

A = Checked A only
B = Checked A + B

Q7. Are you providing information for :

- the job held during the week of March 4 - March 10 ☐
→ first job held since graduation ☐

Q8. When did you start that job ? (Please record month and year)

Year 19 _____ Month _____

Q9. Who was your employer ? (If self-employed, please indicate)

Name of Company / Organization _____

Address _____

_____ Postal Code _____

Phone No. () _____ Self-employed or freelance : Yes ☐ No ☐

Q10. What type of business, industry or service was this ? (e.g., Daycare Centre, Hospital, Auto Parts Manufacturer, Insurance Company, Engineering Firm, Municipal Government, etc)

Q11. How many hours per week did you normally work at your job ? (Do not include overtime)

_____ hours per week

If you worked less than 30 hours per week, go to Q12

If you worked 30 hours or more per week, go to Q13

Q12. What was the main reason for working less than 30 hours per week ?
(please check one box only)

- full-time work in my field is under 30 hours per week ☐
could only find part-time work ☐
personal choice ☐
own illness or disability ☐
personal or family responsibilities ☐
going to school full time ☐
other (specify) ☐

Q13. Was your job :

- permanent (job has no specific termination date) ☐
temporary (job has a specific termination date) ☐

Duration of time for the temporary job (Please record number of months or weeks)

Months _____ or weeks _____

Q14. What was your job title and what kind of work were you doing ?
(e.g., Secretary - type reports, maintain filing system, arrange meetings/travel and direct telephone calls)

Job Title _____

Job Duties _____

Q15. Were the responsibilities of your job related to your program of study ?

Yes ☐ Partially ☐ No ☐

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T C ☐
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39 Year Mth 44

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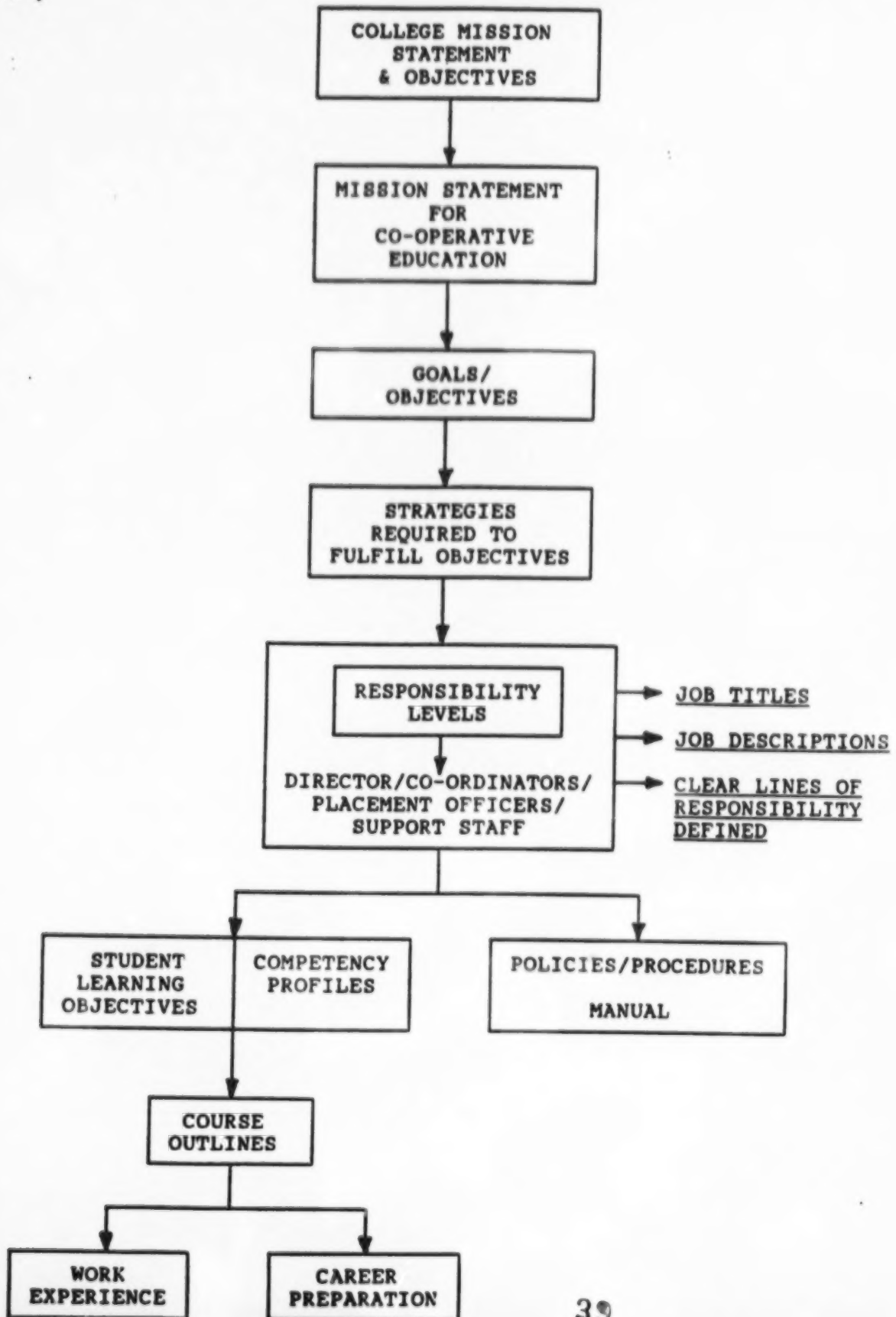
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DEPARTMENT OF CO-OPERATIVE EDUCATION

MISSION STATEMENT

Co-operative Education extends the academic learning process into the workplace through on-the-job learning experiences which are integrated with the learning objectives of the program. These learning experiences enhance the student's vocational maturation and personal development.

The Co-operative Education Department, in conjunction with other faculty and departments, is responsible for:

1. Providing opportunities for paid, supervised off-campus work semesters in co-operating business, industry or government agencies.
2. Providing comprehensive career development services for co-operative education students within the academic curriculum.
3. The over all evaluation of the work experience for academic credit.
4. Supporting the college goals and objectives.
5. Promotion of the philosophy and role of co-operative education.
6. Enhancing the potential for grad employment through occupational socialization and career development in jobs commensurate with student aspirations and training.

DEPARTMENT OF CO-OPERATIVE EDUCATION

OBJECTIVES

1. Provide the skills, knowledge and tools for students to maximize their work experience in terms of vocational maturation and personal development
2. Establish and maintain an administrative system which brings students and employers together in a professional atmosphere resulting in appropriate placement of students.
3. Establish mechanisms for providing constructive feedback to other faculty and departments on program/course relevancy and new educational opportunities.
4. Establish mechanisms to promote co-operative education both inside and outside the college to increase visibility, support and participation.
5. Establish a set of standards by which programs are assessed for delivery in the co-op modes.
6. Provide a working environment which will encourage and support the professional/personal growth of the Co-operative Education Staff.
7. To optimize and improve the delivery of Co-operative Education in a cost effective manner.

MEMORANDUM

TO: C. DICKSON, DIRECTOR, CO-OPERATIVE EDUCATION & GRADUATE
PLACEMENT DIVISION

FROM: M. GARBER, CO-ORDINATOR, GRADUATE PLACEMENT

DATE: FRIDAY, MARCH 23, 1990

SUBJECT: HIGH PROFILE IDEAS
GENERAL ACTIVITY FEE

In conversation with Cal Haddad this morning he confirmed the need the Student Placement Office will have not only to operate a quality student-centred placement operation but TO BE SEEN to offer quality services.

Because IMAGE, PROFILE, and PACKAGING are terms that come to mind, Cal suggested we "buy" the back page of the 1990-91 STUDENT HANDBOOK (\$2,000.00) and set up some "highly-visible" Common Hour workshops on the post-secondary locations, ect. I have compiled a point list just for inventory purposes for future think-tank purposes:

- . STUDENT HANDBOOK -(BACK PAGE)
- . COMMON HOUR WORKSHOPS
- . JOB SEARCH TECHNIQUES HANDBOOK
- . ANNUAL PLACEMENT PREVIEW: THEATER
- . DESIGNATED SHOWCASES/DISPLAY CASE
- . CREATIVE USE OF COLLEGE MEDIA
- . POST SECONDARY "REGISTRATION" DRIVE IN FALL
- . JOB FAIRS/CAREER FAIRS
- . DESIGNATED OFFICE - SALTFLEET/BRANT-ELGIN/CHEDOKE
- . DEVELOP SPECIAL LOGO & ACRONYM -I.E - "SPO"
- . EMPLOYER SPONSORSHIPS
- . AREA 9 "HOT-DOGGING" VIA I.E.C. & CHAM. OF COMMERCE
- . "SUCCESS REPORTS"
- . PROFESSIONAL ON-CAMPUS POSTERS
- . MOCK MOHAWK NIGHTS
- . "ALUMNI -OF -THE- MONTH" SHOWCASE
- . "HOT SEAT" SESSIONS FOR HOT-SHOT EMPLOYERS
- . STUDENT - AS - CUSTOMER IN-HOUSE POLICY
- . COMPUTERIZED JOB DISPLAY SYSTEM
- . FLEX-TIME 7:30 - 5:30
- . SATURDAY MORNING SEMINARS
- . STUDENT REPRESENTATIVE/VOLUNTEER IN OFFICE
- . SPECIAL CLINICS FOR SPECIAL CLIENTS -(SHY, OBESE, ETC.
- . FACULTY LIAISON APPOINTERS

- . STUDENT LIFE NETWORK
- . SPECIAL SPO - CONDUCTED TOURS OF COMPANIES
- . OACETT (STUDENT CHAPTER) LIAISON
- . PLACEMENT "COMPLAINT" DESIGNATE
- . FIRST - CLASS HAND - OUT & PICK - UP AREA
- . CAREER EDUCATION PERMANENT DISPLAY AREA IN COLLEGE LIBRARY
- . RESUME - WRITING & CRITIQUE SERVICE IN SPO
- . RETRIEVAL SERVICES FOR "UNPLACED"
- . CLEARLY STATED ALUMNI SERVICE POLICY
- . "OTHER COLLEGE" COURTESY PLACEMENT AGREEMENT
- . SPECIAL "REAL WORLD" SHOWDOWN SESSION IN FINAL SEMESTER
- . ANNUAL SALARY SURVEY INFORMATION HANDOUT
- . SPECIAL "FILMING" BOOTH FOR SPO USE
- . "DE-GOSSIPING" AND PROFESSIONAL MIEN OF OFFICE
- . ARRANGE FOR RELEVANT DISCARDED JOURNAL EXCHANGE
- . BI - MONTHLY NEWSLETTER
- . CHRISTMAS CLEARINGHOUSE (STUDENT IN CAREER CRISIS)
- . "BOOKSTORE CONNECTION" FOR CAREER PLANNING BOOKS, ETC.
- . ELECTRONIC BILLBOARD - "EMPLOYERS ON CAMPUS TODAY" - ETC.
- . PLACEMENT BOOKMARK
- . ANNUAL BOARD OF GOVERNORS & SRC INSPECTION TOUR
- . FLOWCHARTS & WALL GRAPHS RELATED TO CAREER
- . PART-TIME JOB OFFICE & VOLUNTEER
- . CEC ON SUMMER OFFICE ON CAMPUS
- . SPECIAL GOVERNMENT SUMMER JOBS KIT FOR STUDENTS
- . DISPLAY BOARD FOR PERTINENT NEWSPAPER ARTICLE & ANNOUNCEMENTS
- . MENTORING SERVICE (DEVELOPED AS "EXTERN" PROGRAM BY 1995)
- . "JOB SMARTS" SEMINAR BY DISTINGUISHED ALUMNI (ANNUAL)
- . SPECIAL "PLACEMENT" EDITION OF "SATELLITE"
- . SERVICE & WORK ETHIC WORKSHOPS & MATERIALS

ETC.



MOHAWK COLLEGE 1989 - 90 GOALS

In order to accomplish Mohawk College's statement of mission and purpose, the College will:

1. Provide, in addition to the vocationally directed courses, educational courses and activities which will permit the personal growth and physical well-being of our students.
 2. Identify current and future educational needs within the College Area #9, the province, and the nation, and develop new courses and programs to meet those needs. In particular, the College is committed to facilitating employer access to College educational services.
 3. Offer relevant and up-to-date academic programs which respond to the needs of the client and the community.
 4. Integrate as much as possible "on-the-job" work experience, including co-operative, clinical and experiential learning educational modes, with classroom and laboratory teaching. As well, the College is committed to integrating into the College's full-time diploma programs, a career educational and counselling component which will have, as a prime objective, the vocational maturation of students.
 5. Provide a safe and healthy working and studying environment for the staff and students of the College.
 6. Provide on-going professional development and renewal opportunities for both teaching and non-teaching staff of the College, and encourage and assist each College employee to develop an individual professional plan. Optimize and improve the quality of instruction within the resources provided and explore and develop effective teaching methods in order to improve the learning process as well as to improve the cost-effectiveness of delivery.
 7. Co-operate with other Colleges of Applied Arts and Technology and other educational institutions and municipalities in sharing resources and developing joint programs, interfaces, and linkages when it is in the best interests of Mohawk's students.
 8. Provide an equal opportunity environment, in support of affirmative action, which will aim to raise and diversify the occupational distribution of women employed at the College and diversify the female student enrollment in all College programs.
 9. Provide accessibility for disabled persons to College educational programs, and employment at the College.
 10. Make available College educational services and resources to out-of-province and international users provided that the costs of such projects are fully recoverable. Such projects will be implemented only if they do not result in a diminution of the educational services being offered to Ontario residents.
 11. Work in co-operation with cultural, social, recreational and other community groups and in this way contribute to the increase in the services provided by these groups to the community.
 12. Incorporate into all College courses, communications, problem solving, and human relations skills. Require of all College diploma graduates a relevant computer literacy.
 13. Rationalize the College program and course offerings, both full and part-time. In view of limited resources, and in order to preserve program quality, this process will include consideration of consolidating programs, courses and resources at various campuses.
- Notwithstanding the above goal statement, the College may wish for reasons relating to goal statement #2 to duplicate programs at a variety of College locations.
14. Select applicants most likely to succeed in the College programs and to obtain related employment upon graduation.
 15. Ensure budgeting policies and processes which will maintain general reserves at a minimum level of 3% of the College operating grant and tuition fees.
 16. Ensure that new programs, when undertaken, will be adequately resourced but not at the expense of existing College programs and their quality.
 17. Conduct Fund Raising campaigns and pursue partnerships in the community to supplement government funding. The campaigns will be targeted to raising funds for capital projects.
 18. Utilize to the fullest degree possible, voluntary, multi-disciplined community and industry represented Program Advisory Committees in the development of new programs and for the monitoring and updating of existing College programs and their quality.

May, 1989

ERIC Clearinghouse for
Junior Colleges SEP 21 1990